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Artículos científicos

Enseñar el deporte en la escuela mediante juegos modificados: una enseñanza para la comprensión

***Teaching Sport at School Through Modified Games: Teaching for
Understanding***

***Ensinar esporte na escola por meio de jogos modificados: ensinar para a
compreensão***

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Resumen

El objetivo de esta investigación fue identificar el modelo pedagógico ideal para la iniciación deportiva en el contexto escolar. El estudio surge a partir de observar la forma en que se inician en el deporte los alumnos de primaria en los contextos de Puebla, México, y Cuenca, España. Se parte de la siguiente pregunta: ¿cuál es el modelo pedagógico idóneo para la enseñanza del deporte en la escuela? El estudio se fundamenta en la teoría de meta del logro (Cecchini, Méndez y García, 2019). El método utilizado en la investigación corresponde al enfoque cualitativo, con diseño narrativo, a partir de una entrevista semiestructurada aplicada a una estudiante de sexto semestre de una licenciatura en educación física de México, que realizó prácticas docentes en escuelas primarias de Puebla y Cuenca. Los datos obtenidos permiten identificar, en el contexto poblano, el excesivo uso de la instrucción directa y la repetición de gestos técnicos para la depuración de habilidades motrices de los noveles deportistas, además de la escasa adopción de modelos pedagógicos que favorezcan la inclusión de todos los alumnos en el deporte escolar. En contraparte, en Cuenca se identifica que el paradigma adoptado por el docente titular del curso de Educación Física es inclusivo, participativo y enfocado en la comprensión a partir del uso de juegos modificados en lugar

del deporte estándar. Se concluye que la enseñanza del deporte en la escuela mediante un modelo lúdico-comprensivo corresponde a las necesidades formativas de los alumnos del siglo XXI.

Palabras clave: competencias para la vida, destreza, educación básica, habilidad, juego educativo.

Abstract

The objective of this research was to identify the ideal pedagogical model for sports initiation in the school context. The study arose from observing the way in which elementary school students are initiated into sports in the contexts of Puebla, Mexico, and Cuenca, Spain. It is based on the following question: what is the ideal pedagogical model for teaching sport at school? The study is based on the achievement goal theory (Cecchini, Méndez and García, 2019). The method used in the research corresponds to the qualitative approach, with narrative design, based on a semi-structured interview applied to a sixth semester student of a degree in physical education in Mexico, who carried out teaching practices in elementary schools in Puebla and Cuenca. The data obtained allow us to identify, in the Puebla context, the excessive use of direct instruction and repetition of technical gestures to refine the motor skills of novice athletes, in addition to the scarce adoption of pedagogical models that favor the inclusion of all students in school sports. On the other hand, in Cuenca, the paradigm adopted by the head teacher of the Physical Education course is inclusive, participatory and focused on understanding through the use of modified games instead of standard sports. It is concluded that the teaching of sport at school through a playful-comprehensive model corresponds to the formative needs of the students of the 21st century.

Keywords: life skills, dexterity, basic education, skill, educational game.

Resumo

O objectivo desta investigação era identificar o modelo pedagógico ideal para a iniciação desportiva no contexto escolar. O estudo surgiu da observação da forma como os alunos da escola primária são iniciados no desporto nos contextos de Puebla, México, e Cuenca, Espanha. Baseia-se na seguinte pergunta: qual é o modelo pedagógico ideal para o ensino do desporto na escola? O estudo é baseado na teoria do objectivo alcançado (Cecchini, Méndez e García, 2019). O método utilizado na investigação corresponde à abordagem qualitativa, com desenho narrativo, baseado numa entrevista semi-estruturada aplicada a um estudante do sexto semestre de um curso de educação física no México, que realizou práticas de ensino em escolas primárias em Puebla e Cuenca. Os dados obtidos permitem-nos identificar, no contexto de Puebla, o uso excessivo de instrução directa e a repetição de gestos técnicos para melhorar as capacidades motoras dos atletas novatos, bem como a escassa adopção de modelos pedagógicos que favorecem a inclusão de todos os estudantes no desporto escolar. Por outro lado, em Cuenca, o paradigma adoptado pelo director do curso de Educação Física é inclusivo, participativo e centrado na compreensão através da utilização de jogos modificados em vez do desporto normal. Conclui-se que o ensino do desporto na escola através de um modelo lúdico-compreensivo corresponde às necessidades educativas dos alunos do século XXI.

Palavras-chave: habilidades para a vida, destreza, educação básica, habilidade, jogo educativo.

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Introduction

The objective of this research is to discuss the pedagogical model used by physical education teachers from two different latitudes to promote sports initiation at school. For this, a comparison of the physical education taught in Puebla, Mexico, and Cuenca, Spain is made, based on the theoretical approaches and the experiences of teaching practice of a student of a degree in Physical Education from an institution that trains teachers in Mexico.

The interest in carrying out this work arises from the observations made in the practice days within a primary school in Puebla, as part of the training activities of normal school students, where it was identified that the sports paradigm adopted by the holders of Physical Education in service distances itself from the theoretical legacies that various authors propose about school sports.



According to what has been observed, the sport in the primary school of Puebla focuses on the competitive aspect and the mastery of technical gestures, since it is very common for the Physical Education teacher to act as a coach and have the intention of forming champions from ages by repeating the technical fundamentals of the sport of interest, with the purpose of integrating a representative selection of the school that will participate in events of the sector, area, region, etc., a work model called traditional, which has as its based on direct instruction. This traditional methodology centered on competence and the requirement of technical gestures, also called mechanistic, encourages the exclusion of the least fit.

Faced with this problem, a change of perspective is necessary: turn towards a more comprehensive and less exclusive teaching of school sports. On this subject, in Spain Carter-Thuillier et al. (2017) carried out an investigation on the social and educational impact of a comprehensive school sports program based on the comprehensive teaching model that is carried out at the University of Valladolid. These authors considered four categories of analysis: a) stakeholder participation and satisfaction, b) methodological innovation, c) development of values, and d) diversity and inclusion. In the end, they concluded that the use of the comprehensive teaching model, as well as the integration of cooperative learning activities, are compatible with the development of socio-educational values in the student body; This promotes the emergence of practices that reaffirm the acceptance and appreciation of diversity.

For their part, Quiñones and Zabala (2020) undertook a study with the objective of implementing the teaching model for the understanding of sports games in the primary school of the San Francisco Educational Institution. Before the implementation, the authors carried out an intense bibliographic review on the pedagogical models and theoretical currents focused on approaching sport from a comprehensive perspective. They also reviewed the institutional guidelines and aligned them with the postulates of the comprehensive model. This allowed them to obtain favorable results.

López, Castejón, Bouthier and Llobet (2015) analyzed the most important characteristics of teaching games for understanding together with the pedagogy of tactical decision models developed in France and the integrated technical-tactical model. In the study, the most representative characteristics of the three models are identified and some comprehensive differences are highlighted with the objective of achieving the didactic application.

Similarly, Fernández, Hortigüela and Pérez (2018) carried out a review of the pedagogical models in physical education with the aim of identifying the key aspects that teachers need to take into account to incorporate these methodological approaches satisfactorily into their classes. . One of the models addressed is the comprehensive one. In the reviewed work, the authors conclude that it is necessary to use it, they even consider that it is one of the best ways to support physical education: to focus attention on the student acquiring knowledge and applying it in daily life.

However, Yagüe and Gutiérrez (2018) carried out an investigation with the objective of analyzing the general aspects of the comprehensive model to teach sports through sports games. This pair of researchers recommends the use of practical sessions with this type of strategy as part of school physical education in secondary education. In this particular case, they used the sport of soccer and a variant of the comprehensive models called tactical games. Yagüe and Gutiérrez (2018) argue that the comprehensive model for teaching sports games is a pedagogical model that favors an important cognitive participation of the novice athlete.

For their part, Cecchini, Méndez and García (2019) address the relationship between the 3×2 achievement goals, which are built based on the way of understanding competition, and the satisfaction of the psychological need for competence in young schoolchildren. The sample for this work consisted of 263 people (133 men and 130 women; $M = 12.40$, $SD = 0.49$). Three measurements were taken over two years and structural equation analyzes were performed using the true intra-individual change. The results show the predictive value (transversal and longitudinal) of the six goal orientations on the satisfaction of the need for competence. These results support the latest advances in achievement goal theory, which offers a more precise definition of goals based exclusively on the perception of competence.

At this point, it is necessary to specify the purposes pursued by school sports and differentiate them from those sought by the so-called standard sport. In other words, it is necessary to differentiate between sports focused on performance, where the main objective is to win, and school sports that are oriented towards a preferably pedagogical approach, because they are aligned with the educational objectives of the school (Secretary of Public Education [SEP], 2004).

In this sense, it is important to highlight that the orientation of school children's sports is not intended to train high-level athletes, but rather to train people who, throughout their childhood and adolescence, recognize the value of practicing sports as an irreplaceable element to enhance their health and improvement of their quality of life, as well as to promote

assertive communication with their peers and, in this way, their social integration (SEP, 2004).

However, a traditional form of sports initiation is commonly carried out at school because the teacher's motivation is zone sports games, for which he directs his central content of the class towards the development of technical gestures, which it favors the most skilled students and excludes those with motor weaknesses.

In this regard, Dávila (2012) carries out an analysis on the way of teaching school sports based on the methods used in professional practice or by adult athletes, and ensures that these methods persist in several schools, where the following are observed: long jogging routines around the field, use of equipment typical of older age, rigorous technical demands, harsh treatment and inflexibility in the way of speaking to them, selective orientation, etc.

This problem was observed in the Amalia Contreras de Lobato Elementary School in Puebla, compared to what was experienced in the Fuente del Oro School in the city of Cuenca, from the perspective of the interviewee. The academic experience lived by the student in both contexts allowed us to appreciate the motivation of the participants in the class, the use of didactic strategies used by each teacher and the purposes of the games used.

Due to all of the above, the following research questions are posed: how do primary school students from the contexts of Puebla, Mexico, and Cuenca, Spain start in sports? And what is the ideal pedagogical model to teach sport at school? The general objective of the research was to identify the ideal pedagogical model for sports initiation in the school context. This was done by establishing the following hypothesis: the use of the comprehensive model with modified games is the appropriate way to initiate primary school boys and girls into sports.

Theoretical support

Cecchini *et al.* (2019) They explain the achievement goal theory, which is defined as the feeling of personal success based on perceptions and beliefs; From this lens, an interesting relationship between the task and the self is established, where the task focuses on effort and the self on egocentrism. Likewise, they describe the motivational climate, situational goal structure, and classify it into "mastery" (task involvement achievement situations) and "execution" (ego involvement achievement situations). In the climate oriented to mastery, that is, to the task, the participants appreciate that the effort, the learning, the mastery of the task and the participation are recognized by the teacher. In contrast, in the performance-

oriented (ego-yo) climate, students perceive a greater emphasis on interpersonal competence, public evaluation, and social comparison. Therefore, the need for the teacher to develop teaching strategies and practices that allow a motivational climate with involvement in the task (mastery) is recognized.

The conclusion of Cecchini et al. (2019) is that the participants who are involved in a task-focused motivational climate, in which the manifestation of the ability is based on personal improvement and effort, present a more adaptive pattern than those who are involved in a task-focused climate. motivational implication in the self, in which the demonstration of what has been learned is based on normative ability and on beating others. Therefore, the mastery climate used by the physical education teacher increases intrinsic motivation (fun, effort, perceived competence), stimulates cooperation and personal learning, and is related to prosocial aspects of sport.

Materials and methods

The methodological framework of the research is qualitative. Álvarez-Gayou (2004) defines qualitative research as an element that "seeks subjectivity, and explains and understands individual or group subjective interactions and meanings" (p. 41). Therefore, the qualitative method "focuses on understanding the phenomena, exploring them from the perspective of the participants in a natural environment and in relation to their context" (Hernández, Fernández and Baptista, 2014. p. 358).

The research design is narrative, because it allows the researcher to understand the succession of facts, situations, phenomena, processes and events where thoughts, feelings, emotions and interactions are involved. Regarding this design, Álvarez-Gayou (2004) describes the use of interviews to generate "a situation that facilitates the opening to talk about some event in the person's life" (p. 128).

To collect the information, a semi-structured interview script applied in depth mode was used with the teacher in training who carried out professional practices in Puebla, Mexico, and Cuenca, Spain. In addition, observation and the field diary were used. At the same time, theoretical postulates and pedagogical proposals on modified games, pedagogical models and school sports were reviewed.

Data analysis is a central part of the development of qualitative research. Rodríguez, Gil and García (1999) define data analysis as the set of transformations, reflections and verifications that they use on the information obtained with the purpose of obtaining relevant

meanings in reference to a research problem. To analyze the data in this research, the proposal of Strauss and Corbin (1998, cited in Álvarez-Gayou, 2004) was used through a direct coding process.

It should be noted that when the coding process is carried out in qualitative research, the steps are usually flexible. For Álvarez-Gayou (2004), the coding process begins with a considerable number of codes, but as the study progresses, other categories emerge, which are incorporated into the analysis, making the process dynamic and flexible.

Results

The document Key learning for comprehensive education (SEP, 2017) for the area of physical education establishes the need to transform pedagogical practices, because it is perceived that the pedagogical culture that prevails in many of our school spaces is fundamentally focused on activities traditional by the teacher, which does not encourage an active participation of the learner.

In this sense, the information provided by the scholarship student allowed a comparative analysis between the experience of teaching practice in the two contexts. At the same time, the valuable contributions of the different reviewed authors are highlighted, which helped to support the work and establish its conclusions.

It should be noted that the student interviewed during this period recorded more teaching practice time in Cuenca, Spain, since in a space of three months she attended two groups of fourth grade A and B primary school, with students between 9 and 10 years old, 20 men and 30 women, that is, a total of 50 participants between the two groups; while the teaching practice days in the city of Puebla were carried out in two weeks with the fourth grade, group C, made up of 35 students, 20 women and 15 men.

In this section, the different ways in which school sports are promoted in Puebla and Cuenca are contrasted. In the first instance, during the practical day experiences in the primary school of Puebla, the analysis will focus on the attitude assumed by the Physical Education holder when sporting events approach.

In general, the teacher in Puebla:

He begins to choose students with abilities and motor skills, taking into account that the preparation time is only between two and three weeks, covering all the sports that are indicated in the previous meeting; therefore, not all students will participate in such an event (field journal).

As can be seen, there is a tendency to introduce children to sports in a traditional way. This is justified because "teaching will not only take two or three weeks to learn the sport well and said learning, which will take place in the stipulated period, is not completed even with children with better developed skills" (field diary).

On the other hand, in relation to practices in Cuenca, "titular Physical Education teachers are summoned to participate two or three weeks before the event; however, here they are not sports; on the contrary, they work with modified games" (field diary). With this proposal the technical demands are reduced and the participation of the less skilled is favored.

Therefore:

The teacher is not pressured for the student to learn a certain sport, and his classes continue to be handled in the same way. All students must participate in the sporting event, here it is not seen who has the best skills, rather it is a playful and non-competitive participation, which takes place in this type of event (field diary).

At the same time:

During my stay in Spain, I observed that students of any academic grade attended sports initiation games, competing with the different schools in the area. It was possible to see that (...) not only the students who have more developed skills are taken, but a whole group attends, depending on the grade that the board has requested. Even if the group had a student with special educational needs, he attended without excluding him from the games (field journal).

Now, regarding the didactic strategies used by the Spanish Physical Education teacher to generate favorable learning environments towards school sports, the interviewee affirms:

The teacher works with games focused on a certain sport, as well as using circuits and two weeks before the board gave him the modified game stations that they would work on the assigned day, this was for the teacher to identify how he was going to direct them to that sport (field diary).

Likewise, regarding the pedagogical model used by the teacher from Cuenca, the interviewee points out:

Well, his model was more constructivist, because he let the students explore the material that they would work on in that class, he asked how they could play, he made the students implement different forms of play in the context of

the game, he conceived that the students develop their strategic thinking to solve problems working on open skills (field diary).

With the experience lived in both contexts, it was noticed that there are marked differences in the way primary school students are introduced to sports; At the same time, each of these forms is coupled to an organization of school activities, to the needs and demands of each student, and to the environment in which they develop.

It was also observed that the holders of Physical Education respond to the motivations established by the managers. In the case of Mexico, attend the call to participate in the sporting event that consists of integrating representative teams with skilled participants. In the case of Spain, the motivations of the Physical Education holder respond to the call to participate in the recreational event, which consists of carrying out activities where students are integrated into teams by list number and participate in modified game tournaments.

Due to the above, it is evident that the students of the Cuenca elementary school start in sports from a recreational environment through modified games, unlike what was experienced in the Puebla elementary school, where a sports initiation was observed. eminently competitive.

Discussion

Every educator recognizes one of the favorite strategies of primary school children: the game. In fact, in the 2018 Curriculum to train graduates in physical education, the value of the modified game can be verified, which conforms to the comprehensive model (SEP.2018), which causes infants to first identify what the activity is about, that is, the understanding of the essence and objective of the game, and later refine their skills from a playful experience (SEP, 2020).

Therefore, it is important to point out that the SEP (2017) raises the importance of the game. But there are cases where such value is not recognized, this because "primary school is more severe than its predecessor, kindergarten, for this reason it is usually thought that those who attend it are students whose only valid actions are obligation to learn and fulfill their tasks" (p. 71). Due to the above, sometimes the school guidelines give more time and value to certain subjects, being able to underestimate the use of the game as a valuable pedagogical resource for students to learn in different courses.

Sometimes society does not give the same value to physical education activities as to the rest of the subjects, it is even heard that "they only spend their time playing", without

considering that the game in the childhood stage is life itself for the students. Indeed, educational centers sometimes do not take into account that these students are still children for whom play is an important vehicle when learning (SEP, 2017).

During the game children develop a wide variety of learning, as described below:

When the game involves motor action, they develop capacities and skills such as speed, coordination and precision, and when they need to express feelings or represent a situation, they put their creative capacity into action with a wide range of action. The game becomes a great ally for children's learning, through it they discover capacities, abilities to organize, propose and represent; Likewise, it fosters conditions for children to affirm their identity and also for them to value the particularities of others. (SEP, 2017, p. 71).

From this perspective, physical education has a practical and eminently playful nature (SEP, 2017). Learning by playing is an unavoidable premise of this curricular space, which implies highlighting the playful component of the activities, that is, playing with the other and not against the other; The pleasure of playing, both individual and collective learning, healthy competition and fair play must prevail as the main characteristics of the sessions. Therefore, "it is necessary to offer girls, boys and adolescents environments where motivation prioritizes everyone's participation. The goal is to enjoy the practice and have a good time" (SEP, 2017, p. 165). This enjoyment and having a good time involves understanding and enjoying the game.

In this order of ideas, according to some experts, if the pedagogical culture is not transformed, the educational objectives will not be achieved. Thus, it is necessary to transform the traditional pedagogy for another that "focuses on generating active, creative learners, interested in learning and achieving the quality learning demanded by today's society" (SEP, 2017, p. 44).

Undoubtedly, you should opt for a more playful look at sports initiation. The 2018 Study Plan to train graduates in physical education in Mexico registers as its purpose that teachers in training identify the formative value of educational sport for the development of cognitive, motor, personal balance, interpersonal relationship and social integration abilities in the students who attend compulsory education and thus contribute so that they conduct themselves with autonomy and responsibility within a sports culture (SEP, 2020).

Therefore, the results of the present study denote that in the context of the primary school of Puebla they do not use the comprehensive model through modified games to initiate

basic education students into sports; while, on the contrary, in the primary school of Cuenca it was a common practice to use modified games in class and events, even there the students had the option of choosing the activity in which they considered themselves most suitable.

Likewise, these results are closely related to the works analyzed at the beginning of this investigation. It was corroborated that there are coincidences regarding the use of modified games in Cuenca, Spain, to initiate primary school students into sports, which favors the inclusion of all, as it is not selective, and enhances satisfactory experiences in educational practice. .

For all of the above, it is possible to affirm that the use of modified games is an excellent option to introduce children to sports, especially when it is based on a comprehensive pedagogical model. In this regard, Devís and Peiró (1992) support the benefits of the comprehensive current in the teaching of sports at school with the support of modified games. Furthermore, Devís and Peiró (1992) comment that the traditional way of teaching sports in schools first breaks down technical skills into parts and addresses them sequentially to later restore them in the real context of the game, not taking complexity into account. , adaptability and uncertainty; This way of teaching sport, they continue, relegates open thoughts, the ability to respond to new situations, the ability to reflect in action and the capacity for imagination and creativity. Lastly, it is a selective approach, favoring the most skilled and excluding the less skilled.

On the contrary, the use of modified games guides teaching and learning practices towards a constructivist pedagogical intervention that favors meaningful learning "through educational sports as a didactic space, for the development of motor, cognitive, affective and in compulsory education students" (SEP, 2020, p. 9).

In this order of ideas, Le Boulch (1999) points out that it is important to create the conditions for the balance and ideal development of the child to prevail, and that for this it is essential to support him with a basic formative education. It should be noted that this author classifies motor skills based on their characteristics: rigidity and plasticity. The rigid allude to the motor skills that result from automated movements, that is, those that arise from repetition and successive sequences and in which the temporal relationships between the different parts are fixed. On the contrary, motor skills with a plasticity characteristic are those that remain sufficiently mobile or changeable in order to be able to adapt to the variable situations imposed by the environment.

Some more research concludes that the use of modified games helps comprehension and that it is useful to initiate children into sports; and in most of these works there is a criticism of traditional pedagogical practices such as mechanical repetition to learn a sport (Carter-Thuillier et al., 2017; Fernández et al., 2018; López et al., 2015; Quiñones y Zabala, 2020; Yagüe and Gutiérrez, 2018).

In this sense, López et al. (2015) confirm that the model with the use of modified games establishes a game environment, a space where the participants recover theoretical aspects and establish an awareness of the essential aspects of the game; At the same time, knowledge of basic tactical and strategic aspects is acquired. The authors conclude that learning arises from knowing how to intervene in game situations adapted to the characteristics of the participants.

For their part, Quiñones and Zabala (2020) conclude that school sports can be a pedagogical resource for the comprehensive development of boys and girls, as long as recreational play is present in all sports practices and the participation of all is encouraged, regardless of their physical and motor capabilities. In addition, from a positive experience in playing sports games adjusted to their age and possibilities, students will be able to carry out these activities in their free time.

Therefore, in physical education, above the search for performance, the creation of positive and favorable habits and attitudes towards sports practice must be placed. To achieve this, those practices with excessive technical rigor must be eliminated, and those that are more motivating must be encouraged instead (Blázquez, 2010).

Along the same lines, Carter-Thuillier et al. (2017) argue that it is necessary to offer a model of school sports that goes beyond traditional competitive logic, early specialization and classic methodological strategies. They ensure that it is important to promote a model through modified and cooperative games that allows the development of social values, thus favoring the interpersonal relationships of all participants in sports practice.

One way to introduce students to sport in physical education classes is through the comprehensive model. This model tries to respond to the main problems that physical education teachers encounter when they introduce more sports initiation sessions into their classes: 1) low motivation on the part of the students by placing excessive emphasis on technique, 2) lack of real game situations and 3) few opportunities for the less skilled to become competent (Velázquez, 2020). In short, a sports initiation under the comprehensive model counteracts the difficulties that physical education teachers face when they create

learning environments with an emphasis on technique: absence of real game situations and few opportunities for the less skilled to become competent. (Velazquez, 2020).

On the subject, Blázquez (2013) proposes the following: "Tell me how you plan those 50-60 minutes of class and I will tell you what you teach, how you do it and what model of student you are educating" (p. 23). Indeed, the physical education session that takes sports initiation as its central content must respond to these possibilities: open or closed session?, productive or reproductive?, with a model centered on the student or on the teacher?

In the work of Fernández et al. (2018) it is concluded that the comprehensive model of sports initiation is that methodology that achieves the involvement of students in the understanding and modification of the tactical aspects of sport, which, according to the same authors, has shown positive effects on motivation towards the sport. learning.

However, Yagüe and Gutiérrez (2018) conclude that the teaching of sports through the comprehensive model cannot and should not be reduced to the mere practice, more or less playful, of modified games. On the contrary, although they propose sessions with the use of the comprehensive model for teaching sports games, they consider that this methodology requires an important cognitive participation of the student, who is constantly required to express the motive or reason for the actions they perform.

By way of synthesis, we can say that there are two main perspectives in sports teaching: traditional methods, generally used by coaches whose aim is effective results and whose disadvantages have been widely discussed (favors the teacher's directivism, the disenchantment of the participant and boredom); on the other hand, active methods, characterized by discovery and exploration, since they promote the teaching of children's sports in tune with the daily situations that the child lives, enhance the child's world of play, favor contact with global reality and spark the imagination.

What was found in the present investigation is a significant contribution to recognize that the use of modified games favors understanding. Even with everything, limitations are identified, because the study only focuses on the perception of a student in a short period of time of teaching practice. This invites to continue research on the subject with studies that involve more research participants.

At the same time, what remains to be done is to carry out interventions with children and adolescents to corroborate the benefits of the comprehensive model during sports initiation and determine more far-reaching aspects. It is also perceived that it is necessary for the governing bodies of physical education in the state of Puebla and throughout the country

to move towards a more playful-recreational and less competitive view of sports initiation. The latter calls on teachers and researchers involved in physical education to carry out more research work that shows scientific evidence of the benefits of a playful-comprehensive model to introduce children to sports.

Because, taking up the words of Dávila (2012), it is not about educating for sport, we must educate through it so that the student practices it beyond the school itself, not out of obligation to learn it, but for the pleasure of play it. This position raises new questions about the pedagogical use of sport for peace and coexistence, which may well be addressed in future research.

Conclusions

Based on the results of the research, we have seen that there are marked differences in the contexts of the schools of Puebla and Cuenca on the way in which primary school students are introduced to school sports (see table 1). Each of these forms is coupled to the needs and demands of each teacher, the context in which they operate and public policies on sports.

Table 1. Two opposing paradigms in the teaching of school sports

Educator's look	Coach look
Open session	Closed session
Open motor skills	Closed motor skills
Plasticity	Rigidity
Variable practice	Repeat until perfect
Focused on tactics (from how to what)	Focused on technique (from what to how)
Polyvalence	Monovalence
Creative moves	Automatism
Divergent thinking	Convergent thinking
Individual autonomy	Dependence

Source: self made

At the same time, from the perspective of the interviewee, it was found that the holders of Physical Education respond to individual motivations established by the managers; in the case of the Puebla elementary school, attend the call to participate in a sporting event that consists of integrating representative teams with skilled participants; In the case of the

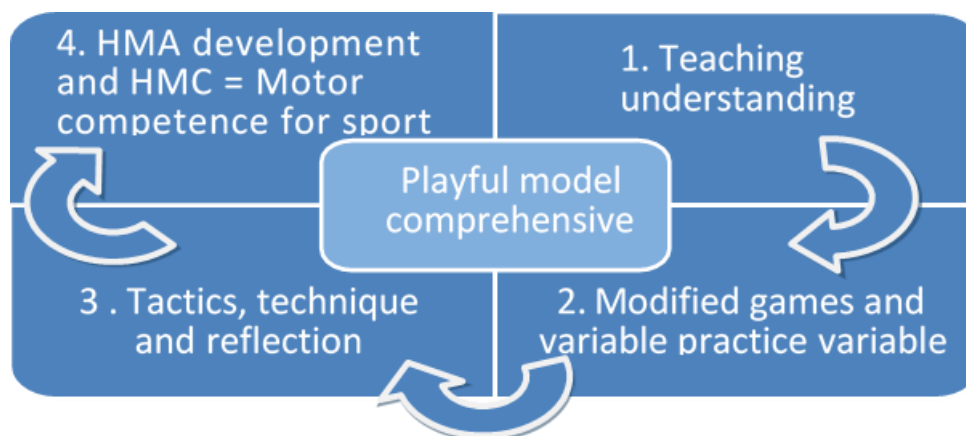
Cuenca primary school, the motivations of the Physical Education holder respond to the call to participate in a sporting event that consists of carrying out activities where students are integrated into teams by list number and participate in competition tournaments. modified games.

The analysis allowed us to identify that Puebla elementary school students perceive their start in sports as something clearly competitive, unlike the school in Cuenca, Spain, where the participants start in sports from a recreational approach.

It was also confirmed that the learning environments towards sports in Cuenca have modified games during sporting events as a fundamental strategy. Therefore, it is proposed to adopt and experience the model of modified games in local and regional sporting events in Puebla to encourage the participation of all students in sports from an early age, not as sporting events, but as "sports gatherings", "initiation recreational to sport" or "modified game tournaments".

The proposal for teaching sports at school through a playful-comprehensive model (see figure 1) corresponds to the training needs of 21st century students, modified games as a pedagogical basis, since it has the purpose of developing their open motor skills. and closed, as well as providing periods for reflection.

Figure 1. Pedagogical model for teaching sports at school.



Source: self made

Therefore, the argument defended in this paper is that a methodological transition in the teaching-learning of sport at school is necessary: give way to innovative proposals that evade mechanistic models and promote new ways of understanding it, that is, establish a paradigm shift in the pedagogical approach to teaching sports at school that is oriented towards playful and recreational scenarios.

It is necessary to transform the paradigm in the teaching of sport by a playful, reflective, educational and formative scheme. To achieve this, we may well reflect on whether it is useful to continue devoting time to a few students with mechanistic methods or to provide students with the necessary tools with alternative models, not for them to succeed in a sporting event, but to succeed in life.

Future lines of research

Based on the results of the research, other lines of study are identified that can be addressed in future works. It is of special interest to explore the effect of integrating pedagogical proposals with the use of modified and cooperative games in teaching interventions from physical education to promote a culture of peace; Another line of interest is to inquire about other pedagogical models and use different didactic resources for sports initiation in the infant stage.

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